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TEAM 3

Together

TEAM 3 Together

Teacher's Book with Digital Resources



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Pearson

Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 New neighbours	Countries and nationalities Hobbies Numbers (1-100)	Revision of <i>to be</i> and <i>like</i> I like/He likes swimming. Where are you from? I'm from Spain.	
1 New school	School subjects and places in school Adverbs of frequency and adverbial phrases	Present simple with dates and times We have Maths on Tuesdays at 11 o'clock. Present simple with adverbs of frequency She plays tennis twice a week.	Reading: a diary Writing: a description
2 Picnic time!	Food Containers	There is/There are with countable and uncountable nouns There's a lot of salad and a little lemonade. There aren't any cupcakes. Are there any apples? Yes, there are./No, there aren't.	Reading: a recipe Writing: a simple recipe
3 Along the river	Landscape Adjectives (1)	Comparatives and superlatives: short adjectives A mountain is higher than a hill. This is the deepest lake in the UK. Comparatives and superlatives: long adjectives Swimming is more exciting than walking. London is the most exciting city in the world.	Reading: a diary Writing: a fact file

Bo's Learning Club: Language booster 1

4 All about jobs	Jobs Rules	Present continuous He's cooking./They aren't playing cards. Are you wearing a green jacket? must/mustn't You must be quiet in class.	Reading: a careers website Writing: a report
5 Hobbies	Freetime activities Adverbs of manner	can/can't I can go sailing./I can't play board games. Can you sew? Yes, I can./No, I can't. Adverbs of manner She can dance well.	Reading: a leaflet Writing: filling in a form
6 Our town	Places in the local area Adjectives (2)	Past simple of <i>to be</i> She was at the zoo last week. Where were you yesterday morning? There was/There were There were expensive shops. Was there a café? Yes, there was./No, there wasn't.	Reading: an article Writing: a composition

Bo's Learning Club: Language booster 2

7 In Roman times	Historical finds Verbs	Past simple regular verbs The Romans lived in Britain./They didn't live in Australia. Did you visit the museum? Yes, I did./No, I didn't.	Reading: a diary Writing: a diary of a holiday
8 Let's celebrate!	Celebrations Ordinal numbers	Past simple irregular verbs I wore this dress at our wedding. We didn't see the ring again. Did you eat cake at your birthday party? Yes, I did./No, I didn't.	Reading: a news story Writing: an invitation to a party
9 Holiday time!	At the beach Holiday activities	going to I'm going to/not going to build a sandcastle. Are we going to take a bus tour? Yes, we are./No, we aren't.	Reading: a fiction story Writing: a postcard

Bo's Learning Club: Language booster 3

Festivals: New Year, World Friendship Day, World Book Day

Culture	English in action	Pronunciation	Get ready for...
Schools in the UK Project: a poster about a perfect school	Making arrangements Do you want to play football tomorrow morning?	/i:/ free, sea, me, key	A1 Movers Reading and Writing Part 6 Listening Part 2
Food around the world Project: a poster about special foods	Shopping for food Can I have six apples, please?	/aɪ/ my, five, buy, night, eyes	A1 Movers Reading and Writing Part 2 Speaking Part 3
National parks in the USA Project: a leaflet about a national park	Asking the way Excuse me, can you tell me the way to the park, please?	/eɪ/ train, play, game	A1 Movers Listening Part 1 Speaking Part 1

Natural Science: Can plants grow in water?

The most unusual jobs in Britain! Project: a job book	Calling the emergency services I need an ambulance, please.	/ŋ/ snowing, walking	A1 Movers Reading and Writing Part 1 Listening Part 4
Ball games around the world Project: a rules poster for a ball game	Talking about preferences I'd rather play chess.	/əʊ/ go, home, coat, snow	A1 Movers Reading and Writing Part 3
Historic buildings Project: a timeline poster of historic buildings	Making recommendations It was great. You should see it!	/u:/ zoo, you /ɜ:/ learn, bird	A1 Movers Reading and Writing Part 6 Reading and Writing Part 2

Social Science: Do all rivers go into the sea?

The Romans in Britain Project: a map of Roman places	Giving advice You should work carefully.	/ɔ:/ four, small, horse /ɑ:/ laughing, grass	A1 Movers Speaking Part 3 Speaking Part 4
Let's celebrate! Project: a festival leaflet	Explaining you've lost something I can't find my bag.	/aʊ/ mouse, how	A1 Movers Speaking Part 2 Speaking Part 4
Land of the midnight sun Project: a weekly planner for a summer holiday	Making plans for summer What are we going to do this summer?	/ŋ/ vs /nk/ surfing, think	A1 Movers Reading and Writing Part 3 Speaking Part 1

Social Science: What was town transport like 100 years ago?

Introduction

About Team Together

Learn Together! Succeed Together! *Team Together!*

Team Together is a fast-paced, 7-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together* sets out a clear path for progress and prepares children for success in external examinations including PTE Young Learners and Cambridge English Qualifications.

Team Together takes students from level Pre A1 to B1 of the Common European Framework of Reference for Languages (CEFR).

For students

Throughout their Primary education students are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Team Together has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Pupil's Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, animations and digital content online, which are certain to captivate students' attention.

For teachers

Team Together has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of videos will help keep students engaged and motivated.


Seamlessly integrated external exams preparation and a complete assessment package will help your students get results and prepare for future exams.

Team Together has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audioscripts, but it will also give you ideas on how to extend Pupil's Book activities and adapt them to your students' level.


Course features


Vocabulary

Each unit starts with an eye-catching visual presentation of the target vocabulary, which gets students' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context
- to revise previously learnt vocabulary (*Stopwatch* feature )
- to offer speaking practice for both everyday communication purposes as well as external exams preparation
- to set the scene for the story in the next lesson.

It is followed by an engaging step-by-step vocabulary presentation. As well as being close to students' interests, vocabulary sets reflect external exams topic areas.

The *Think!*  feature at the start of the unit allows for quick revision of the lexical items that students are very likely to know from previous learning, which is a great confidence-booster.

The *Communicate*  activities effectively help students start using English in meaningful contexts from the very beginning.

Each Pupil's Book lesson has a corresponding Activity Book lesson allowing for a lot of additional vocabulary practice. Content from the main lessons is complemented by *Extra practice* and *Vocabulary reference* sections at the end of each unit.

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the song and the story. Grammar boxes on the Pupil's Book page contain clear, student-friendly examples of the target structures and provide a reference point for students as they learn and practise.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* and *Grammar reference* sections at the end of each unit.

Stories

Team Together level 3 stories feature a group of inquiry-minded children, who are keen on Science and learning new things. They call themselves The Discovery Team.

Lottie and Lois are sisters who make friends with their new neighbour, an Australian boy called Ash. Together, they form The Discovery Team and learn new things in each episode.


Each story has been built around a specific concept from common Social and Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

Skills

All four skills are practised throughout Level 3 of *Team Together*, with a dedicated skills section in lessons 7 and 8 of each unit.

Special focus has been put on writing: students are given a model text and scaffolded, step-by-step support to create their own pieces of writing. Further support is to be found in the Activity Book.

The speaking skill is practised through a variety of contexts:

- Most lessons end with a *Communicate*  activity where students can put the newly acquired contents into practice and personalise them
- Lesson 4 contains an information gap activity which provides a fun and motivating way to get students to speak in a less controlled manner
- Lesson 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing students to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say in a variety of situations, such as asking the way or calling the emergency services.

Culture

Learning a foreign language includes exposure to vocabulary and grammar, but it isn't complete without information about the culture of countries where that language is spoken.

The *Culture* sections in *Team Together* are designed in such a way as to bring that information closer to students in a friendly manner. Focusing mostly on the UK and USA in levels 1 and 2, the scope of English-speaking countries is then slowly expanded with each level, following students' learning in other subjects.

Learning Club: Language Booster and CLIL

After every three units of the Pupil's Book, there is a Learning Club section. This consists of a Language Booster Lesson and a CLIL lesson.


The Language Booster lesson consolidates and extends language and topics taught in the three preceding units.

The Language Booster has been written so that it can be done as a single lesson, or two lessons – one per page. In the Pupil's Book, the exercises are numbered continuously from the first page to the second, but in the Teacher's Book, the teacher's notes have been written to treat each page as a separate lesson to offer more support and flexibility for teachers. If you have time to cover both pages in a single lesson, you can omit the warmer activities on the second page of notes and then continue with the procedural notes for the exercises on the second page.

The CLIL sections in *Team Together* level 3 help students learn key concepts of English and Social and Natural Science in a more integrated manner.

In addition to this, each story in *Team Together* level 3 has been built around a key concept from common Social or Natural Science curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

External exams preparation

Team Together provides a lot of opportunities to get students acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the  symbol, are seamlessly integrated into the core material, providing practice in an unthreatening manner.

The *Get ready for...* section at the end of each unit both in the Pupil's Book and Activity Book focuses specifically on exam practice.

Team Together fully prepares learners for Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers. As well as exam task-type practice, all vocabulary and structures are covered in the series.

Further vocabulary practice is offered in the *Team Together* Vocabulary Booster books.

The series also exposes pupils to exam task types in the A2 Key for Schools and B1 Preliminary for Schools.

The assessment package also includes an exam-style test for those students who are preparing for the external exams. In addition, children can prepare for PTE Young Learners tests using the two books, *Top Tips and Practice for PTE Young Learners Firstwords & Springboard* and *Top Tips and Practice for PTE Young Learners Quickmarch & Breakthrough*.

See page 7 for more information.

21st century skills

One of the features of *Team Together* is the focus on 21st century skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Students need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Team Together* serve both purposes – as students put new knowledge into practice, they also work on the development of their 21st century skills. These activities are easily identifiable with the following icons:

-  Critical thinking
-  Problem-solving
-  Creativity
-  Communication
-  Collaboration

Other 21st century skills covered in *Team Together* include:

Social and cultural awareness: Lesson 5 of each unit enables students to learn about other countries and, through a project, reflect on how their own country is similar or different.

Curiosity and Initiative: In the project work, students are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see page 11 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

ICT Literacy: In the project work, students are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Team Together supports teachers who work with mixed-ability classes in a number of ways. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

The photocopiable resources package includes extra worksheets for grammar, vocabulary and communication lessons to help teachers cater for the different needs of their students. In addition, there are photocopiable worksheets to accompany the Reading and Listening tasks in the Skills lessons, which are available at two levels: support and challenge. They give the teacher an opportunity to work with mixed-ability students in the classroom and make the core material in the Pupil's Book more suitable to individual students.

There are also extra photocopiable resources at the back of the Teacher's Book which facilitate some of the teaching techniques, extra activity ideas and game ideas detailed in this introduction.

Course components

Pupil's Book

The Pupil's Book provides materials to present the target language effectively. It includes an introductory unit (*Starter*), nine main units and three additional units related to festivals: *New Year*, *World Friendship Day* and *World Book Day*.



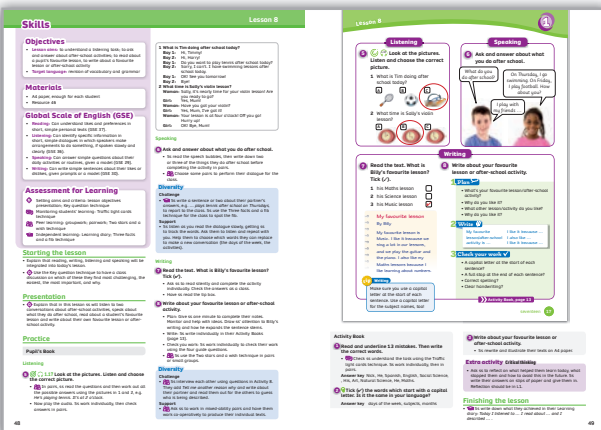
Teacher's Book

The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

Additional ideas for Extension, TPR and 21st century skills activities as well as suggestions on how to support or challenge mixed-ability students are an excellent tool for busy teachers who may lack time for planning.

The Teacher's Book introduction includes recommended procedures for effective use of games, posters and stories and also contains tips on working with mixed-ability groups.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an *Extra practice* section for further consolidation of vocabulary and grammar, a Vocabulary and Grammar reference and a *Get ready for...* section for further external exams practice.



Class Audio

The Class Audio MP3s have all the recordings for the Pupil's Book and Activity Book. They also contain karaoke versions of all the songs. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Pupil's Book and the Activity Book. All audio for the series can be found online.

Tests

Upon completion of each unit of the Pupil's Book, the teacher is able to check the progress students are making by using a test. There are nine Unit tests, three End-of-term tests and one End-of-year test. All these tests are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

There is also one Placement Test and preparation test for the A1 Movers exam.

The worksheets and audio are available online.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action and songs. There are also worksheets to be used with the culture videos as well as graded reading and listening skills worksheets to support mixed-ability classes. They are all available online.

Presentation tool

The presentation tool offers teachers an interactive version of the Pupil's Book with integrated answers, audio, video and classroom tools. Teachers can navigate the material using the interactive lesson flow or traditional page view. The planning area gives a useful overview with both teacher's notes and activity previews.

The presentation tool is also available offline.

Online practice and pupil resources

Pupils can do games and extra practice online, with a digital 'gradebook' for teachers to monitor progress. There is also a Pupil's Book eBook and more.

Posters

The Posters designed for *Team Together* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations and provide a lot of opportunities for revision and speaking practice.

The Classroom posters contain five posters that can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

The 'How to work with posters' section on page 18 details a variety of suggestions of how the posters can be used.

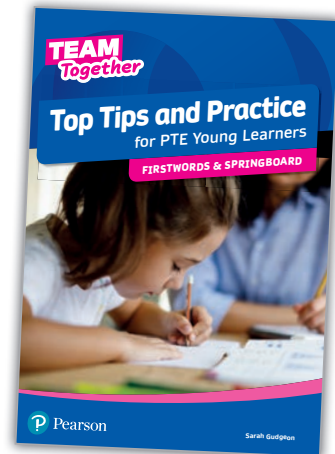


Vocabulary Booster

The three Vocabulary Boosters books can be used alongside the main *Team Together* components. Key vocabulary from Cambridge English Qualifications Pre A1 Starters, A1 Movers and A2 Flyers is presented and practised in a fun and engaging way in each book. These books can be used in general English classes and also to support those pupils wishing to go on and take these external exams. Teaching tips, answer keys and audio can be found online.

Top Tips and Practice for PTE Young Learners

To accompany *Team Together*, these two practice books offer strategies, guidance and practice papers for PTE Young Learners tests, grouped together into tests for younger and older learners. Teaching tips, answer keys and audio can be found online.



Unit walkthrough

Lesson 1

Think! activity to activate students' previous knowledge

Photographic vocabulary presentation

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Lesson 2

Before you read and *After you read* activities for clearly staged reading practice

Social or Natural Science topics embedded in every story

Stories available in video format

Solve activities encourage curiosity and stimulate critical thinking

21st century skills activities in every lesson

Lesson 3-4

Grammar box with recorded phrases

Visual Vocabulary presentation

Song to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Communicate activity for personalisation and speaking practice

Information gap activities for freer grammar practice in the Activity Book

Lesson 5-6

Before you read and After you read activities for clearly staged reading practice

Project based on the principles of team work to foster collaboration, creativity and initiative

Focus on functional language from early levels

More content related to the topic available on Culture video

Work on pronunciation through tongue twisters

Useful phrases at a glance

Model dialogue to help students learn new language in natural contexts

Lesson 7-8

Skills section for integrated skills practice

Recorded text

Practice tasks in exam-like format help students prepare for external exams

Scaffolded step-by-step instruction for the writing task

Lesson 7 **Lesson 8** **5**

Skills

Reading

1 **Before you read** Look at the pictures. Which activity do you want to try?
2 **Listen and read.**

Alton Leisure Centre

Give-it-a-go Day!
Do you want to find a new hobby or try a new sport? Come to our Give-it-a-go Day! We've got a lot of different sports and activities for you!

Climbing
Do you love climbing trees? Come and try our climbing wall! You can learn to climb safely and have lots of fun!

Races
We've got a lot of fun races, too! There are running races in the morning and afternoon.

Trampolining
Jump as high as you can on our amazing trampolines! With the safety harness on, you can jump very high or try some more exciting moves!

Arts and crafts
Do you love making things? Come and try your hand at lots of different arts and crafts! Would you rather learn knitting or sewing? Or would you rather learn painting or drawing?

3 **After you read** Answer the questions.

In which activity ...
1 can you use paint? *Arts and crafts*
2 can you jump very high?
3 can you use pencils?
4 can you wear something on your head?
5 can you wear a safety harness?

What: Saturday 10th April, 10 o'clock to 4 o'clock
Where: Alton Leisure Centre
Cost: just £3 for all activities!

Fill in your form now!

Listening

4 **Look at the pictures. Listen and choose the correct picture.**

1 Who can run very quickly?
A B C

2 Who plays piano badly?
A B C

Speaking

5 Make a plan with a partner about which activities you'd like to do at the Give-it-a-go Day.

What activity do you want to do?
I want to do trampolining.
Why?
Because you can jump high and it's exciting!
I'd rather ...

Writing

6 Read the form. Who is Andrew's emergency contact?

Alton Leisure Centre

First name: ANDREW
Surname: MARSHALL
Date of birth: 20/06
Address: 145 ASPEN AVENUE
Home phone number: 01234 567890
Emergency contact: PAUL MARSHALL
Relationship: FATHER
Emergency contact phone number: 0200 800050
Any allergies: YES - ALLERGIC TO BEE STINGS
Taking part in: TRAMPOLINING, ARTS AND CRAFTS, CLIMBING
Signature: Paul Marshall

7 Fill in your own form.

1 **Plan**
• Who's your emergency contact?
• What's his/her phone number?
• Do you have any allergies?

2 **Write**
• Create and fill in your form.

3 **Check your work**
• A paragraph for each new idea

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Before you read and After you read activities for clearly staged reading practice

Model text in the writing section

Writing tip to help students deal with linking words, punctuation, etc.

Lesson 9 / Get ready for...

Review section for consolidation

External exams practice section

Lesson 9 **5**

Review

1 Test your partner. Give him/her ten seconds for each question. Use the pictures.

Can you name ...
• 2 craft activities?
• 2 outdoor activities?
• 3 indoor activities?

2 In pairs, say what people can or can't do.

	Cara	Jane	David	Jack
well	😊	😊	😊	😊
carefully	😊	😊	😊	😊
quietly	😊	😊	😊	😊
loudly	😊	😊	😊	😊
quickly	😊	😊	😊	😊

She can swim well. She can sing loudly. She can't talk quietly.
Yes! Cara!

Challenge
Challenge your classmates and play the game!
Work in two teams. Look back through the unit to find the answers to these questions.
1 Find a child dressed up as a firefighter. (1 point)
2 Who wants to go windsurfing in The activity day? (1 point)
3 What do you need to play cricket? (1 point)
Now think of three more questions to ask the other team.

70 seventy

Get ready for...

A1 Movers Reading and Writing Part 3

1 Read the story. Choose and write a word from the box.

Read the whole story before you write anything. Then read the list of words. Try all the words and choose the word that best fits.

jumps school family lake fishing swim

Rachel loves going (1) fishing. She goes fishing on Saturdays and Sundays, and sometimes she goes fishing after (2) _____. Sometimes her dad goes with her, sometimes her friend Fred goes with her, and sometimes she goes on her own. She goes to the (3) _____ near her house. It's very beautiful, with lots of trees and flowers around the lake. There are lots of fish in the lake. One day, Rachel is fishing quietly in the lake. There's a (4) _____ nearby: a mother, a little boy and a girl. The children are playing happily. Suddenly Rachel hears a different cry. The little boy is in the lake, and he can't (5) _____. Rachel (6) _____ in and brings him back to his mother. The family is happy that the little boy is OK. Well done, Rachel!

Now tick (✓) the best name for the story.

1 Rachel's hobby
2 Dad goes fishing
3 Rachel's day at the lake

seventy-one 71

Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path, after every three units.

Monitoring progress and exam readiness with *Team Together*

Team Together can be used for all general English courses. It can also be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Team Together* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of student progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related. *Team Together* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

	GSE	CEFR	PTE YL	English Benchmark	Cambridge English Qualifications
Starter	10–22	Pre A1			
Level 1	17–29	Pre A1/A1	Firstwords	Level 1	Pre A1 Starters
Level 2	20–32	A1	Springboard	Level 2	
Level 3	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Level 4	30–43	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	
Level 5	33–46	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Level 6	36–50	A2+/B1			A2 Key for Schools and B1 Preliminary for Schools

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves students' English abilities to parents, monitors learning progress and ensures teaching targets the right skills. English Benchmark measures students' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Team Together* make the perfect partners for your language and learning assessment. As your students learn with *Team Together*, you can use the English Benchmark tests to measure their progress. After students have taken their test, you will see recommendations of which lessons to teach next in order to focus on the areas that need improvement.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each term to check they are on track.

Formative assessment / Assessment for learning

Assessment and evaluation are frequently used as interchangeable terms. However, assessment is focused on student learning, whereas evaluation is focused on learning programmes and any or all their components (objectives, syllabus, teaching and assessment methods, materials, etc.).

In the classroom, what clearly differentiates these two terms is the use made of the information and data obtained from assessment or from evaluation. If you use it to improve the teaching and learning process you are developing formative assessment, or assessment for learning. If you use it to grade or measure the quality of the learning, you are developing summative assessment. This means that the same assessment tools can be summative or formative depending on the type of information they provide and the use that is made of it.

Formative assessment, or assessment for learning, is “the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there” (Assessment Reform Group, 2008). This process requires alternative assessment tools likely to be shared by teachers and students which are used as an ongoing process, which are flexible and adapted to the individual needs of students and which guarantee that all the students engage in the learning process.

Here are some suggestions on how to use these types of tools to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring students' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your students to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance. At the beginning of each lesson, the teacher should tell the students what they are going to learn. This can be done by using key questions which are meant to inspire students' curiosity, interest and engagement.

Monitoring students' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve student achievement of intended outcomes.

Tools that can be used for monitoring students' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that students can personalise with their names at the beginning of the school year. Pick them randomly to call on students for questions thus ensuring that all students have an active role and will produce a similar amount of language, because student talking time (STT) matters!

- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Students write their answers individually and hold up the whiteboards and you get feedback from all your students at the same time!
- **Happy/sad face technique**: (also Yes/No, Stop/Go, True/ False). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each student – or students can make their own. After practising a skill, ask students how they feel they are doing. Alternatively, students can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the yes and no answers. Photocopiable cards can be found on page 282.
- **Traffic light cards**. Use them to check that students know what to do on a given task. Students show you a green/ yellow/red card, depending on their level of confidence. Photocopiable cards can be found on page 283.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer students the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use during instruction are those oriented towards helping you actively observe the different skills and competences that your students are developing while they are working in class.

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your students' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on students' work by filling in observation forms or reading written assignments to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your students from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. [Be aware that you may need parental permission to record children.]

Peer learning

Working together in pairs or groups gives students an opportunity to share knowledge and also learn from their classmates.

Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Students work on their own, then they discuss their ideas in pairs and finally they present their ideas to a group or the whole class.
- **Two stars and a wish**. Students say two positive things about the work of their partner and suggest one area for improvement.
- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have students who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
- **Three facts and a fib**. Students write three true statements and one false statement about the topic of a lesson and share them with other students/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, e.g. a unit.

Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for the students to develop critical thinking skills about their own performance
- to promote collaboration
- to improve student achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping students become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions.** At the end of a lesson or a unit students are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions: *What have I learnt? What do I need to work on? I can I'm (not) good at*
- **Portfolios.** Students are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists.** These are used to assess students' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects.** Students present what they know through pictures and texts such as essays, research reports or long-term projects.
- **Student Travel journals/Learning diaries.** Students create their own books in which they chart the journey of their learning.
- **Rubrics.** They can be used when evaluating student performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and students are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

Using rubrics for assessment in CLIL

Rubrics can be very useful tools to help CLIL teachers fulfil the requirements of assessment practice in bilingual contexts. There are many reasons to use them, but these are the most important ones:

- firstly, because they suit the CLIL dual approach (content learning and language development);
- secondly, because they allow for performance-based assessment to provide qualitative feedback connected to the assessment criteria;
- thirdly, because they tell teachers, students and parents in advance what needs to be done to successfully perform the task;
- finally, because they give teachers and students a sense of direction and a context to share the learning goals from the beginning of the teaching and learning process.

Language should not be an invisible component in the bilingual classroom. Teachers in bilingual schools should be aware of the language proficiency of their students and systematically conduct language demands analyses of the content to provide appropriate scaffolding. Since not all students in the same class have the same language proficiency, effective assessment in CLIL should measure students' progress in the foreign language at different levels and along distinct learning paths. Rubrics are a tool that can help teachers achieve this goal of effective assessment of content, language and process in an integrated way.

Rubrics are scoring guides, which include several assessment criteria to evaluate student performance or work resulting from a performance task. In this sense, they are different from checklists because they are rating scales, which means that they not only contain a list of items to be checked but they also include a range of marks to assess how well each item has been performed. These rating scales can be holistic or analytic.

Holistic rubrics

All criteria are evaluated simultaneously at a unidimensional level because each level of the rubric (1, 2, 3) includes all the descriptors for the different criteria assessed (for content, language and delivery).

Holistic Rubric

Oral Presentations	The three descriptors are assessed at the same time.
Accomplished (Level 1): content, language and delivery	Stays on topic all the time and speaks clearly. Body language is appropriate.
Developing (Level 2): content, language and delivery	Stays on topic most of the time and speaks clearly but mispronounces some words. Body language is appropriate most of the time.
Beginning (Level 3): content, language and delivery	It was hard to tell what the topic was. Often mumbles or cannot be understood. Body language is not appropriate most of the time.

Holistic rubrics provide an overall evaluation of quality, proficiency and understanding, thus the feedback is limited because the descriptors are not analysed in detail. This means that errors are tolerated, and no correct answer is expected. Also, the scoring process is faster.

Analytic rubrics

Each criterion is evaluated separately at a multidimensional level because each criterion of the rubric (to assess content, language and delivery) includes several descriptors at different levels of performance of the task.

Analytic rubric

Oral presentations Criteria/performance	Beginning (Level 3)	Developing (Level 2)	Accomplished (Level 1)
Content	Does not seem to understand the topic very well. It was hard to tell what the topic was.	Shows a good understanding of parts of the topic. Stays on topic some (50–89%) of the time.	Shows a full understanding of the topic. Stays on topic all (90–100%) of the time.
Language	Often mumbles or cannot be understood OR mispronounces more than five words.	Speaks clearly and distinctly most (75–94%) of the time. Mispronounces no more than five words.	Speaks clearly and distinctly all (95–100%) of the time and mispronounces no words.
Delivery	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Analytic rubrics provide detailed information from the defined performance levels. This means that a significant degree of feedback is provided. However, the scoring process is slower.

The use of each type of rubric will depend on the nature of the task and other factors such as the time available, the need for substantial feedback, the number of students, different language/competence levels in the group and the assessment goal: holistic rubrics should be used for overall scores and analytic ones when detailed feedback on each criterion is desired.

For your rubrics to be valid, reliable and fair, there must be a coherent connection between the learning goals and the task, the learning goals and the assessment criteria, and the descriptors with each assessment criterion.

Steps to make a rubric

Here are some steps to be followed when making rubrics to assess students in CLIL classrooms.

- First, begin by designing an authentic task likely to help students 1) learn the curricular content, 2) develop the necessary language to learn about that content and 3) achieve the given learning goals and key competences at the students' level, e.g. Create a questionnaire about a local festival or a national celebration.
 - Next, define the criteria to assess student learning from this task. These assessment criteria will be the reference points to describe the acceptable level of performance of the task, e.g.
 - students know about the festival (their level of comprehension of the subject);
 - students are able to write questions about the festival (type of questions; tenses; number; etc.);
 - students are able to work in groups to create a questionnaire (contributions; quality of work; time management; attitude; etc.)
 - Use the CEFR charts or the Global Scale of English (english.com/GSE) to measure learner progress on the language proficiency scale and get your assessment criteria for language from their available descriptors. Using these scales as a reference is useful for understanding your students' levels of proficiency more precisely, to monitor students' progress in a more accurate way and to make more informed choices in selecting materials or assessments, e.g. Speaking: Can ask someone simple questions about their life and experiences, GSE 37/A2(+); Can summarise the key information in basic diagrams, e.g. bar charts, timelines, GSE 54/B1(+).
 - Then use a cognitive taxonomy to identify the cognitive domain and skill that your tasks involve, e.g. interpret the information collected from the questionnaires involves applying knowledge. Then write differentiating descriptors as you move on the scale from lower order thinking skills (LOTs) to higher order thinking skills (HOTs), e.g. the information is used to create a graph but not clearly displayed; the information is used and displayed in a graph but there are some mistakes in the interpretation of data; the information is clearly displayed and interpreted.
 - Once you have defined the assessment criteria and identified possible descriptors of performance, you can:
 - make a holistic rubric, then write descriptors incorporating all criteria in each descriptor.
 - create an analytic rubric, then write descriptors for each individual criterion.
 - Check that the criteria and descriptors you have included in your rubric assess students' content, process and language learning at the right level.
 - Finally, adapt the format of the rubric to the age and language proficiency of your students and plan carefully the structure of the rubric. You may wish to leave space at the bottom of the rubric to write comments, add signatures, stickers, parental feedback, etc.
- After having used teacher-made rubrics for some time, students may feel ready to have an active role in this process and create their own rubrics and checklists as guidelines for goal setting. Train your students to do it and they will develop a very important key competence: learning to learn.

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, students will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise student interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving students an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which students must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve students in project design when possible. Promote parent involvement.
- Prepare students by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so students have ownership of them by using rubrics or checklists.
- Avoid making decisions for students. It will take time for

students to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a time line with the work sessions; worksheets with instructions or steps to follow; a project goals checklist to tick, a webquest to develop critical thinking skills, etc.

- Assess the quality of projects by using professional work as a reference. Boost the quality of your students work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your students, you should consider your rationale so as to group students according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive students who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these students share groups with class leaders (those students who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific students to be separate or together you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers ...) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your students' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

Grouping by interest. Have your students complete a survey and group them based on their responses. You can also design the task according to different interests and give students the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, students interested in history can focus on historical buildings and students interested in sports can focus on stadiums and sports facilities.

How to work with mixed-ability groups

by Magdalena Custodio Espinar

Teaching and learning EFL or CLIL involves many different processes such as recording observations, presentation of ideas, argumentation, modelling constructions and explanations, arriving at conclusions, obtaining, evaluating and communicating information ... in English! This is a very rich and complex communicative context which requires both cognitive and language skills for learning to occur.

Students' engagement in the learning process can be increased significantly by analysing in advance the linguistic and cognitive demands of every task. This analysis will allow teachers to provide students with the necessary scaffolding to encourage them to actively participate in the lesson, regardless of the language level of that student.

Language scaffolding

In EFL and CLIL, language is used for learning and communicating. This means that it is necessary to scaffold the input (the language students receive), the intake (the information they process) and the output (the language they are able to produce after this information processing) to ensure an effective interaction. This scaffolding is very important because the interaction promotes the necessary feedback to connect the input received and the output produced in a meaningful way by students. This is called interlanguage development and it is a key factor of content learning and language development.

To identify the necessary scaffolding for our students we can conduct a language demands analysis. It consists of identifying and describing in advance different types of language involved in CLIL lessons and performance-based tasks: language of learning, language for learning and language through learning (Coyle, Hood, Marsh, 2010).

Language of learning refers to the language connected with the content being learnt. Students will learn it to access new knowledge, e.g. learning about sound: high/low pitch, tone, volume, etc.

Language for learning is the language necessary to perform the communicative functions of the learning context. If students need to compare the waves of the sound in a graph, do they know the comparative and superlative form of adjectives? If not, scaffolding is required to complete this task.

Language through learning refers to language learnt due to cognitive and academic development. Each pupil will develop this type of language during the learning process in close relation to their individual cognitive development by interacting with the resources (personal, digital, etc.) and completing the tasks.

Analysing the linguistic demands of the content and the task will allow teachers to provide students with suitable scaffolding strategies likely to promote interaction and feedback in the classroom. In the previous example the teacher can provide oral scaffolding by displaying visual aids such as word cards for the language of learning and the comparative and superlative structure on a poster to help students interact (compare the waves of the sound).

In addition, a cognitive taxonomy provides a hierarchy of thinking skills organised from lower order thinking skills (LOTS, e.g. identify) to higher order thinking skills (HOTS, e.g. compare). Bloom's revised taxonomy comprises six cognitive domains involving cognitive skills such as remembering, understanding, applying, analysing, evaluating and creating. Using a taxonomy will allow teachers to adapt the degree of difficulty of the activities they plan from a cognitive point of view by identifying the cognitive domain and skill they demand. It will also help them develop a 'continuum of practice' of always going from LOTS to HOTS, thus starting at students' present cognitive level (because, for example, you cannot apply if you do not first understand and remember).

Differentiated learning

Using a taxonomy to prepare your lessons can help them be more effective and flexible and, therefore, more likely to be learnt by all the students. Here are some examples of strategies to cope with mixed-ability students in the classroom.

- **Low level students are a majority.** Since a taxonomy is a hierarchy of cognitive skills we must try to extend children's thinking skills from LOTS to HOTS by practising first at lower levels (remembering and understanding) and progressively moving towards higher levels (applying, analysing, evaluating and creating). Therefore, if the average level of the class is very low, we will have to take this into account and provide them with more activities from the lower levels at the beginning and gradually include some of higher levels.
- **High level students are a majority.** If the average of the class is very high, you should try to provide them with more activities from the higher levels in order to ensure a motivating and challenging context.
- **Heterogeneous students.** Prepare activities at lower levels (remembering and understanding) for some children and activities at higher levels to work and practise the same content at the same time. For example, list the main stages of metamorphosis (LOT); find out and describe the main stages of metamorphosis (HOT).
- **Fast finishers.** All students work first on the same set of activities, then students who finish earlier can design their own activities at a higher level. You can teach them to use the taxonomy for this purpose.
- **Gifted students with a special curricular adaptation.** Prepare compulsory activities for all the children at lower levels and voluntary activities for 'those who want to go further'. This strategy will provide more students with the opportunity to do the higher order activities and will allow the teacher to include different activities for the class and for the gifted pupil in an easy and unforced manner. For example, prepare a set of activities from different levels about the properties of light, then offer the possibility to investigate what a shadow is, when it can be seen, why it changes length, etc. You can give students a book or website, etc. for them to find out about it.

... stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story.

Stage 2 – Listening to the story

At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

Stage 3 – After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened.

When answering, pupils additionally practise and consolidate the previously introduced language material.

Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

Suggested exercises

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask pupils about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.
- Ask pupils to create their own story on the same theme, with themselves as the characters. A photocopyable blank storyboard can be found on page 284.

... videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Students may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together* level 3 there are two types of video material for each unit: story animations and culture videos.

They contain the target vocabulary and grammar of the unit, though occasionally new words are introduced in culture videos, with a clear presentation of their meaning.

When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Pupil's Books.
- Culture videos are to be used as an extension of the content presented in the Pupil's Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing students will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated.

You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability.

What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

How to use the video material?

- Watch the video with students from the beginning to the end. Encourage students to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene so that you can ask students questions about the things they see.
- Students complete the photocopyable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

Worksheets for the video material are included in the photocopyable resources, which can be downloaded from the online resources.

How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Pupil's Book.

In *Team Together* Level 3 there are nine full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course.

The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.



Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind students of the material they have covered.

Predicting

In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the students a poster, give them its title. Tell students that in a moment they will see a poster with, e.g. toys. Ask students to think about the vocabulary which may be presented in the poster. Encourage students to provide examples of particular words related to this thematic group. In the case of toys it will be *a teddy, a doll, a ball, a kite*, etc. Then, stick the poster to the wall and check together how many words the students predicted correctly.

Asking questions

Point to the objects, persons, colours, etc. presented in the poster and ask questions *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?*, etc.

Finding and pointing

Ask individual children to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car)*, etc. You may also divide students into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Students may replace the teacher and give the commands.

Memory game

Set a specific time limit, e.g. 30 seconds. Tell students to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask students one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* The students' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false?

Point to various objects in the poster and make true or false sentences related to them. For example, point to a lion and say *It's a zebra*. Students answer *No*.

Quiz

Tell students that you are thinking about a certain picture from the poster. The students' task is to guess which picture you mean. You may describe the object you have in mind for more advanced students, e.g. *It's grey. It's small. It has got a tail. What is it?* Students (*It's a bird*.)

Peeping through a keyhole

Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask students what they can see. Move the sheet on the poster so that each time students guess the name of another object.

Singing

Use a chant related to the subject of the poster and introduced in the Pupil's Book. Ask one or more students to come to the poster. Play the chant; the task of children standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster

If students can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by one, students come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all students to read the words aloud together.

Make your own poster

Students can create their own posters, based on a similar topic.

Classroom language

Greeting the class

Hello. Hi!	How are you today?
Good morning/afternoon.	Is everyone here?
Come in.	Is anyone away today?
Sit down/Stand up, please.	Where is (Juan)?
What day is it today?	

Starting the lesson

Are you ready?	Give this/these out, please.
Let's begin/start.	Have you got a (pencil)?
Listen (to me).	Open your books at page (4).
Look (at me/at the board).	Turn to page (6).
Take out your books/ notebooks/coloured pencils.	Open the window/door. Close the window/door.

Managing the class

Be quiet, please.	Put your hands up/down.
Look at me/Listen to me.	Who's next?
Come to the front of the class.	Queue/Line up! Repeat after me.
Come to the board.	Wait a minute, please.
Come here, please.	Hurry up.

Words of praise

Well done!	Much better.	Great work!
Excellent!	Good job.	Good luck!
Fantastic!	Congratulations!	Thank you.
That's nice.	That's correct!	

During the lesson - instructions

Hold up your picture.	It's break time/lunch time.
Draw/Colour/Stick/Cut out ...	Wait a minute, please. Be careful.
Write the answer on the board/in your book.	Sorry, guess/try again.
Let's sing.	Next, please.
All together now.	Again, please.

During the lesson - questions

Are you ready?	May/Can I help you?
Do you understand?	Are you finished?
What do you think?	Who's finished?
Anything else?	What can you see?

Useful phrases for the students

May/Can I go to the toilet?	I'm sorry.
I understand/I don't understand.	Can you help me? I'm ready.
Excuse me ...	I'm finished.

Pair work/Group work

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

It's my/your/his/her turn.	Roll the dice.
Whose turn is it?	Move your/my counter (3) spaces.
You're out.	Miss a turn.
Don't look.	Go back (2) spaces.
No cheating.	Roll again.
Turn around.	I've won!
Close your eyes.	You're the winner!
Pass the (ball, cup), etc.	
Wait outside.	

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Word card games

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a student to pick up the first card and draw the object mentioned in the card in the box on the board. Other students guess the word. When they guess the word, the pupil shows the word card to the class.

Games with songs

Sing and respond

Provide a few students with one word they have to remember. (The words should come from the song you want to revise.) Play the recording and ask students to stand up and sing, and sit down when they hear their word.

Sing and stand in the correct order

Use self-made word cards with objects appearing in the song you want to revise. Ask a few students to come to the board. Give them the cards. Explain to students that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other students sing the song.

Performances

Select a few songs for which you can prepare simple costumes or props. Teach students to show the content of the song with gestures or mimics. Invite parents, teachers or students from other classes to a mini-performance.

TPR activities

What does the picture present?

Distribute small sheets of paper among students and ask them to draw on them one object from the covered material, e.g. food. Collect the papers and stick them to students' backs without revealing to them what the pictures present. The aim of the game is to stimulate students to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (banana)?* Students may walk around the classroom or play in pairs.

Alternative bingo

Ask each pupil to draw a picture presenting a word from a certain vocabulary group (e.g. animals). While students are drawing, write words belonging to this vocabulary group on small pieces of paper and put them in a box or bag. Ask students to stand up. Pick up one piece of paper at a time and read out the word. The students who drew the corresponding animal or object should sit down. Continue until you use all the pieces of paper.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. *food*) aloud and throw a soft ball to a selected student. The student has to say a word from the category you chose. If the student doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all students sit down.

Pass the ball

Ask students to sit in a circle. Choose a category of vocabulary. Give students a small soft ball and ask them to pass it from hand to hand. Every student who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Students standing in a circle throw a ball to one another and name words from a vocabulary set. The ball shouldn't be caught when somebody says the 'forbidden' word (previously agreed), e.g. *lemonade* if the vocabulary set is food. If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one student to slowly draw on the board a picture presenting a new word from the current lesson. Other students try to guess what the picture presents and say the appropriate word. The student who guesses the word first draws the next picture. A set of ready-made picture charades cards can be found on page 285.

Simon says

Give students simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Simon says*, e.g. when you say *Simon says jump*, students can jump, but when you say only *Jump*, they cannot move (explain to students that Simon is a king who gives them commands). The student who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask students to give instructions.

Team games

Picture charades

Divide the class into two teams. Invite one representative of each team to the front of the classroom. Show each of them the same word card or whisper to them the same word. Students draw on the board pictures presenting the word. The team which is the first to guess the meaning of the picture and provides the correct word scores one point. A set of ready-made picture charades cards can be found on page 285.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular words and ask them to draw appropriate pictures on the board. If the picture depicts the word correctly, the student rolls the dice or spins the spinner and scores the indicated number of points for his/her team.

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute, as many letters there are in the word. Students from both teams try to guess the word. For each incorrect answer erase one of the lines. Grant points to the teams when they provide a correct answer. When you erase all lines before the word is guessed, the team who answered last loses a point. In order to make the game more dramatic, draw a shark emerging from the sea below the parachutist.

Shadowing

Students follow the audio they hear with its written form at the same time as moving their mouths (lips, tongue, etc.) and sub-vocalising. In this way, they are practising moving their mouths to make the right shape at the right speed, but are not making a noise; this is the silent version. This re-uses texts to work on pronunciation, but only when overall meaning has been understood. The technique can also be used with vocalisation, where students carry out shadowing the intonation and rhythm. I was first made aware of it in the early 1990s but it is having a renaissance as a useful strategy for young learners.

Ghost Writing

Students write letters or words in the air with their whole arm.

Backs to the board

Students work in two or three teams, with one student (the player) from each standing with their back to the board, facing their team members. The teacher writes a word, phrase or drawing which players are NOT allowed to look at. The teams need to find ways to make their player say the target expression/words correctly, and can use any way of doing this, e.g. defining, explaining, miming, giving clues (it's got seven letters, it starts with the letter before B, it sounds like X, etc.). If noise levels get too high, have students whisper instead, or pass the talking stick/microphone so only one team member speaks at a time.

Mill drill

The class work in two halves, where one has a question or statement that needs a response. The activity takes place with students mingling, walking (with a slip of paper on which they have written down a prompt) around to collect answers/responses, before changing roles.

Concentric circles

Students work in two circles to carry out a role play or Q & A or short exchange. The inner circle (standing or sitting) of students turn around to face the other students in the outer circle, who move around at the teacher's instruction. In this way they rehearse, repeat and practise the TL in a controlled way, with different partners.

Don't say it!

Students work in teams or pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student or team or the class to name. The ready-made picture and word charades cards on pages 285 and 286 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 287, which also include words students have to avoid when describing the answer.

Charades

Students work in groups or as a whole class to mime out target vocabulary words or expressions for their team to identify. A set of ready-made charades cards can be found on page 286.

Picture Pair Dictation

Students describe and draw, using any picture from the book, or a drawing they have made (e.g. the furniture in their room). One describes, the other draws. They should work without being able to see the drawing or the picture (e.g. opposite or back to back). Afterwards, they compare and spot the differences. Students then change roles. Encourage communication in English with questions to check, e.g. *on the right or the left of ...?*

New neighbours

1 Watch or listen and read.

1

Look, a new family is moving in next door!

I think that boy likes playing football and tennis.

2

Great! I like football! But I don't like tennis.

He likes swimming, too! Is that his canoe? Maybe he likes canoeing.

3

Hi! I'm Ash! Well, my name's Ashok, but everyone calls me Ash. Are you my new neighbours?

4

I'm eight and Lottie's nine. How old are you?

I'm nine.

Yes, we are! I'm Lottie, and this is my sister, Lois.

5

Where are you from?

I'm from Melbourne, in Australia. I'm Australian!

Welcome to Barhaven, Ash!

4 four

What pieces of furniture can you see? Which room do they belong in?



What pieces of furniture can you see? **a sofa, an armchair, a chair, a lamp, a table**
 Which room do they belong in? **dining room, living room**

Unit objectives

Talk about hobbies, where people are from and their nationality. Learn the numbers 1-100

Language

Vocabulary	Countries <i>Australia, France, Germany, Spain, the UK, the USA</i> Nationalities <i>American, Australian, British, French, German, Spanish</i> Hobbies <i>canoeing, going shopping, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming</i>
Grammar	Revision of <i>to be</i> and <i>like</i>

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–3)

Social and civic competences: learn to be creative (L. 1 and 2)

Cultural awareness and expression: raise awareness of cultural similarities and differences in age and origin (L. 1)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–3) using: previous knowledge (L. 1–3); following instructions (L. 1–3); personalisation of language learnt (L. 1–3)

21st Century Skills for Learning and Innovation

Critical thinking	Remembering information (L. 1–3); Reflecting on learning (L. 1 and 2)
Creativity	Roleplay (L. 1); Storytelling (L. 1); Writing a riddle (L. 3)
Communication	Discussing a story (L. 1); Talking about yourself (L. 1 and 2); Discussing a riddle (L. 3)
Collaboration	Acting out (L. 1); Groupwork (L. 1–3); Pairwork (L. 1–3)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)

Countries and nationalities

Objectives

- **Lesson aims:** to talk about countries and nationalities
- **Target language:** *Australia/Australian, France/French, Germany/German, Spain/Spanish, UK/British, USA/American*





Materials

- sheet of A4 paper per pair
- sticky notes
- stopwatch/timer (real/on the Pearson English Portal)

Global Scale of English (GSE)

- **Reading:** Can follow simple dialogues in short illustrated stories (GSE 26). Can identify specific information in a simple story if guided by questions (GSE 35).
- **Listening:** Can understand main information when people introduce themselves (e.g. name, age and origin) (GSE 19).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32). Can act out parts of a picture story using simple actions and words (GSE 30).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Shadowing technique; Traffic light cards technique
-  Peer learning: Think-pair-share technique; pairwork; groupwork
-  Independent learning: Summative questions technique

Starting the lesson




- Introduce yourself. Say *Hello, everyone! I'm (name), I'm from ... in ...*
- Write *What's your name and where are you from? I'm (name), I'm from ... in ...* on the board.
- Have ss introduce themselves to their partner.


Presentation

-  Explain that in this lesson ss will meet some new children and will learn about countries and nationalities. On the board write *Where's s/he from ...? S/he's from ... S/he's ...*


Practice

Pupil's Book

- 1  **S1 Watch or listen and read.**
 - Refer ss to page 4. Give ss time to look at the pictures.
 -  Play the audio or the animation. Have them follow the dialogue silently using the Shadowing technique.
 - Check comprehension. Ask *What's the boy's/girl's name(s)? How old is Ash/Lottie/Lois? Where's Ash from?*
 -  Pick up the stopwatch. Explain to ss they will have to work within a time limit. Appoint a timekeeper and decide on a time.

-  Give one sheet of paper to each pair. They collaborate to draw a simple outline of a house and the furniture they see in the story, putting it in the correct room.
- Pairs name the furniture and compare with another pair.

Extra activity Communication

-  Challenge ss to retell the story to their partner.

2 Read and circle True or False.

- Have ss read 1-6. Ss find and circle the correct answers.
- Check answers as a class.

Diversity


Challenge

- Ss write two extra sentences for their characters on sticky notes to stick on the correct frame. They include them in their role play.

Support

- Ss choose one sentence from each frame to write out. Read the sentences slowly, with ss tracking the words. They can act out their sentences.

3 Act out the story.

-  Play the audio again. Then Ss act out the story in groups. Each student has a role.

4 S2 Listen, point and repeat.

- Have ss look at the world map. Ask them if they know, and what they know about, any of the countries named.
- Play the audio and have ss point and repeat the words as they hear them.

5 S3 Listen and number.

- Have ss listen and elicit the first answer to demonstrate the task.
- Ss find the correct picture and write the number.

Man: Hello, everyone! What's your name and where are you from?

Boy 1: I'm Jimmy. I'm from Australia. I'm Australian.

Man: How about you?

Girl 1: Hi, my name's Emily. I'm from the UK. I'm British.

Man: And you? Where are you from?

Girl 2: I'm Carla. I'm from the USA. I'm American.

Man: Hello! Where are you from?

Boy 2: Hi, my name's Pedro. I'm from Argentina. I'm Argentinian.


Man: How about you?

Girl 3: I'm Zeynep. I'm from Turkey. I'm Turkish.

Man: What's your name? Where are you from?

Boy 3: My name's Jin. I'm from China. I'm Chinese.

6 Choose a picture. Then ask and answer.

-  Elicit *Where's s/he from ...? S/he's from ... S/he's ...* Demonstrate the task first, then have ss work in pairs.

Activity Book

1 Look and match.

- Ss complete the activity individually, then in pairs, using *Who's this?*

Answer key 2 c, 3 a

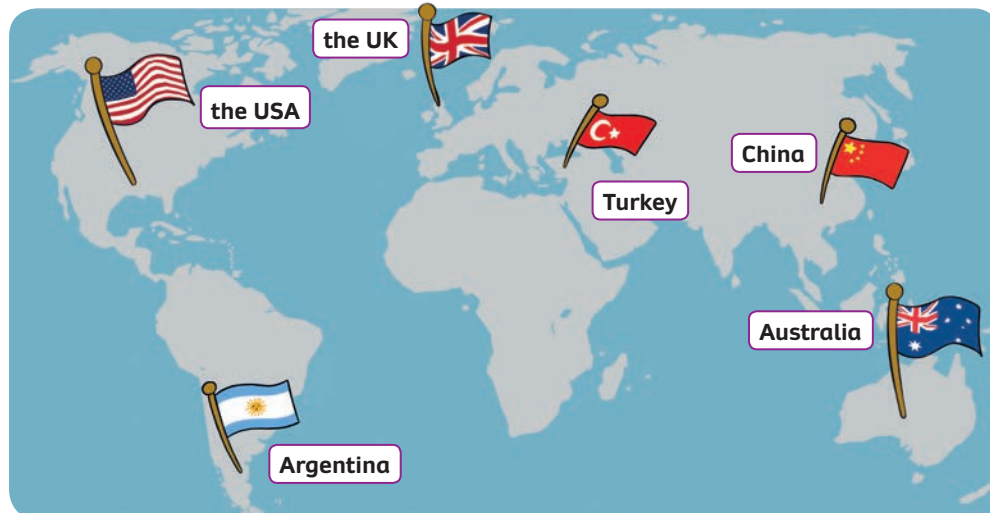


2 Read and circle *True* or *False*.

- 1 Lottie and Lois are sisters. True / False 4 Lottie likes tennis. True / False
 2 Ash lives next door. True / False 5 Lois is nine. True / False
 3 Lottie doesn't like football. True / False 6 Ash is Australian. True / False

3 Act out the story.

4 Listen, point and repeat.



5 Listen and number.



6 Choose a picture. Then ask and answer.

Where's she from?

She's from the UK. She's British.

five 5

2 Draw and describe yourself.

- Ss work individually, then check in pairs.

3 Look and write the countries.

- Ss work individually, then check in pairs.
- Using the Lollipop stick technique, have ss spell answers as you write them on the board.

Answer key 2 the UK, 3 Argentina, 4 Australia, 5 Turkey, 6 the USA

4 Look at Activity 3. Read and write the nationalities.

Answer key 2 American, 3 British, 4 Australian, 5 Turkish, 6 Argentinian

5 Write about your flag and your nationality.

- Ss work individually, then check in pairs.

Finishing the lesson

- Have ss work in pairs taking turns describing the pictures in 5 using *S/he's ...* (age) *S/he's from ...* (country/city) *S/he's ...* (nationality) for their partner to guess. Focus on correct usage of *s/he*.

Hobbies

Objectives

- **Lesson aims:** to talk about hobbies and to review *like*
- **Target language:** *animals, arts and crafts, building machines, canoeing, dancing, going shopping, listening to music, playing basketball, playing football, playing table tennis, playing tennis, reading, swimming*





Materials

- Enlarged copy of picture in 3, with items cut out



Global Scale of English (GSE)

- **Speaking:** Can describe someone's likes or dislikes in a simple way (GSE 29). Can express basic likes and dislikes in relation to familiar topics (GSE 29).
- **Listening:** Can understand simple expressions about likes and dislikes in short stories or dialogues (GSE 31).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Thumbs up/down technique
-  Peer learning: Think-pair-share technique; pairwork; groupwork
-  Independent learning: Learning diary; Summative questions technique

Starting the lesson



-  Have ss work in small groups to mime a hobby to guess.
-  Encourage ss to start a diary with questions about their learning and notes on challenges and successes.

Presentation

-  Explain that in this lesson ss will learn to talk about hobbies and freetime activities.

Practice


Pupil's Book

- 1  **Look at the picture on page 4 again. What does Ash like doing? Tick (✓).**
 - Ss point to Ash. Ss tick the correct pictures.
 -  Using the Thumbs up/down technique, ask *Did you find what Ash likes doing?*

Extra activity Critical thinking

- Have ss decide which three hobbies are the best/healthiest/most sociable and why.

- 2  **S4 Listen. What doesn't Ash like doing?**


- Ss listen and point to the hobbies as they hear them.
-  Ss listen again, using thumbs up for what Ash likes, and thumbs down for what he doesn't like.

- Lottie:** Do you like playing sports, Ash? You've got a lot of sports things in those boxes!
- Ash:** Yes, I do! I love playing sports. I like playing football and tennis. I play every day after school.
- Lottie:** Oh really? I like playing football! I like playing basketball, too. What else do you like doing?
- Ash:** I love water sports, like canoeing and swimming.
- Lottie:** I like swimming, too.
- Ash's dad:** Ash, come on! We need to go shopping!
- Ash:** That's something I don't like! I don't like going shopping with my dad!

- 3 **Look at Lois and Lottie's room. What do they like? Look at the table and tick (✓).**


- Check ss know which side of the room is Lois' and which is Lottie's.
- Ss tick the right name in the table.
- Elicit answers as a class. Have ss point to evidence.

- 4  **Tell your partner. What do you like doing? What don't you like doing?**


- On the board write *I like ... I don't like ... Me, too!*
-  Ss look at the table and picture in 3. Ask some ss what they like/don't like doing. Ss ask each other in pairs.

Diversity


Challenge

-  *True or False?* Ss write two false and one true statement about their hobbies for the class to guess the truth.

Support

-  Have ss work in mixed ability pairs and rehearse after drawing or writing their answers.

Extra activity TPR

-  Create 16 wordcards, one for each of the eight activities from 1, one card with a smiley for *like* and the other with a sad face for *don't like*. Split the class into two groups. Elicit volunteers to mime the activity.
- Elicit *He/She likes ... or He/She doesn't like ...* from the first student to raise their hand.

Activity Book


- 1 **Complete the crossword.**

- Ss work individually and check in pairs.


Answer key 2 FOOTBALL 3 TABLE TENNIS, 4 CANOEING, 5 BASKETBALL, 6 TENNIS, 7 READING, 8 SWIMMING

Diversity


Challenge

-  Ss play *Taboo* in small groups taking turns to describe/mime 1-8 without saying the hobby.
- Ss write the answers in the crossword.

Support

-  Have ss work in mixed ability pairs or trios. One says the number across/down and how many letters. The other s(s) match words and pictures, count the letters and write the answers.

- 2  **S5 Listen and match.**

-  Do 1 together. Have ss ask and answer about each picture in pairs, using *What does s/he like/not like?*

1 Look at the picture on page 4 again. What does Ash like doing? Tick (✓).

1 canoeing <input checked="" type="checkbox"/>	2 reading <input type="checkbox"/>	3 playing table tennis <input type="checkbox"/>	4 playing football <input checked="" type="checkbox"/>
5 going shopping with his dad <input type="checkbox"/>	6 playing tennis <input checked="" type="checkbox"/>	7 playing basketball <input type="checkbox"/>	8 swimming <input checked="" type="checkbox"/>



2 Listen. What doesn't Ash like doing?
going shopping with his dad

3 Look at Lois and Lottie's room. What do they like? Look at the table and tick (✓).

Lottie's room = room of Lottie



	Lottie	Lois
1 animals	✓	✓
2 arts and crafts		✓
3 playing football	✓	
4 building machines		✓
5 reading	✓	✓
6 listening to music	✓	✓
7 dancing		✓
8 swimming	✓	

4 Tell your partner. What do you like doing? What don't you like doing?

I like ...

Me, too!

I don't like ...

6 six

Answer key 1 ⊕ b; 2 ⊕ e, ⊗ a; 3 ⊕ f, ⊗ c; 4 ⊕ b, ⊗ d

- 1 Boy 1:** Hi, I'm Joe. I like playing tennis with my friends, but I don't like canoeing. I can't swim very well!
- 2 Girl 1:** Hi, my name's Maria. I like reading books, comics, poems ... everything! But I don't like going shopping. It's boring!
- 3 Boy 2:** Hello. I'm Theo. Something I like ... Yes, I like swimming, but I don't like playing basketball. I never play basketball!
- 4 Girl 2:** Hi, I'm Sasha. I like canoeing very much. It's fun! And something that I don't like ... Hmm ... I know! I don't like playing tennis.

3 Look at Activity 2 and complete the sentences. Then write about yourself.

- Ss work individually, then check in pairs.

Answer key 1 canoeing; 2 reading, like going shopping; 3 likes swimming, doesn't like playing basketball; 4 likes canoeing, She doesn't like playing tennis; 5 like (... ing), I don't like (... ing).

Finishing the lesson

- Ask ss to make a crossword for a friend to complete.
- Ask ss to reflect on what was easy and difficult today.